

EDUCATION AND CARE GUIDING PRINCIPLE

Reflection and Documentation Framework

Introduction

The Reflection & Documentation Framework was developed to provide a benchmark to support and guide educators in providing an intentional teaching approach and an interest based developmentally appropriate program for all children.

These principles, in conjunction with the Early Years Learning Framework (EYLF) and the Framework for School Aged Care, My Time Our Place (MTOP), provide a foundation for an **inclusive** environment which we believe is fundamental in the development of the holistic child.

Specific standards have been developed which are reflective of the nature of each service, the age of children in care and the type of care provided for children and families.

Aims

- Service specific planning cycles are ongoing processes used by educators and in partnership with families to ensure programs enhance each child's learning. The planning cycle includes observation, analysing, documentation, planning, implementation and reflection [R 274 (a)].
- Cumberland City Council's Education and Care services comply with National Quality Framework (NQF) and National Quality Standards (NQS) and have developed the Reflection & Documentation Framework Guiding Principle to complement the EYLF and MTOP.
- All children are respected as unique individuals and the learning environment will be reflective of children's interests, strengths and needs that support their learning to ensure a child centred program [S 1.1.2].
- The learning environments, both indoors and outdoors, encourage, stimulate and challenge children to explore, solve problems, create, construct and become self-reliant.
- All children are encouraged to contribute to documentation and reflection of their own learning processes.
- Families are encouraged to participate in planning and goal setting for their child to promote a collaborative planning approach.
- All children have the opportunity to develop self-expression, self-esteem, creativity, curiosity and problem solving skills which foster cognitive skills in an inclusive environment through the use of open ended resources and materials that allow children to express themselves [S 1.2.3].
- Reflection & Documentation Framework was developed to support individual service's programs which are reflective of the philosophy of educators, children, and families (parents, guardians, care givers) and of each service.

Implementation for all services

- Services will use a Strategic Inclusion Plan (SIP) to document for additional needs children.
- Educators document learning and the development of all children in context with the type of care they are providing (*see Service Specific Standards below*).
- Outside professionals may be consulted with permission from families and appropriate referrals to other organisations where deemed necessary for the individual child's benefit, considering the implications on the service as a whole.
- The learning environments, both indoors and outdoors, are set up with learning centres to reflect and encompass the needs and abilities of the holistic child and their community providing a sense of being, belonging and becoming i.e. physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning.
- Critical Reflections or Practices are documented [S 1.2.1].
- Documented programs including planned experiences and/or strategies to support individual children [S 1.1.1].
- Information about each child, their family, culture and community is collected and used to prepare programs [S 1.1.1].
- All services have documentation outlining routines and the written program [S 1.1.1].
- Communication plans are developed between educators and families to share child's progress.
- The learning environments, both indoors and outdoors, encourage children to work at their own pace and developmental level. Learning environments facilitate all stages of social development i.e. solitary, parallel, onlooker, associative and collaborative play.
- The children have the opportunity to become self-reliant and to develop self-esteem through play-based learning.
- The dignity and rights of each child being educated and cared for by the service are maintained at all times.
- Dispositions for teaching encompass intentional teaching, responsive teaching and scaffolding [S 1.2.1 & 1.2.2].

Implementation for all services (not FDC)

- All children with family consent will have an EDUCA profile, which will be accessible at all times via educators and families' unique log in details. Where families do not give consent, children will be given a hard copy journal.
- Before an EDUCA profile can be created for children, all families must give signed permission using the EDUCA Permission Form (attached). The EDUCA user guidelines information for families is found at www.educa.com.au.
- Educators talk to families informally on a regular basis to discuss their child's development, interests, set goals and identify strengths. The outcomes of these interactions may be documented in a range of areas: communication books, on EDUCA profile, EDUCA dashboard, weekly program 'Parent Input/Reflection' box and wherever it is most appropriate.
- Services provide environments based on a learning centre approach. These environments will be modified and extended upon spontaneously and also in a planned

way by educators and children through reflection to achieve best practice for the child, educators, family and their community.

- Families, educators and children are encouraged to contribute towards the child's EDUCA profile by posting to EDUCA about activities on the weekends, outings and stories to the service. Administrators of the service can approve these to be added to the child's EDUCA profile. Children's EDUCA profile can be accessed by families at all times with their unique log in details.
- All children's EDUCA profiles will be accessible to their families via the EDUCA cloud.
- Summative assessments will be uploaded as a JPEG or PDF to each child's EDUCA file every 6 months or completed using an EDUCA Summative Assessment template. This assessment of learning will lead to goals being identified for children and plans designed to intentionally support these aspects of learning [S 1.1.1].
- Summative assessments can be created on EDUCA as part of their learning stories.
- Overview of the children's day should be provided by the service for families to access via EDUCA posts or printed copies available at the centre.

Educational leaders

- At least one educational leader will be designated at each service to work with educators to provide curriculum guidance and direction, and to ensure children achieve the outcomes of the learning frameworks and the regulatory requirements.
- Educational leaders will keep written evidence to demonstrate how they have been mentoring educators and identify areas of development required and progress gained and what strategies are used to develop the curriculum and set goals in teaching and learning. This documentation can be stored in EDUCA under each educator's profile in their "story approval comments section" (not FDC).
- LDC/FDC will determine how the transition to school and preschool programs have or will be incorporated.
- Educators will actively engage in educational leaders' network meetings and training.

Service specific standards

Long Day Care (LDC) – Each service has a philosophy that guides their cycle of planning, documentation and critical reflection

- In LDC, once permission from families has been provided all children are set up with an EDUCA children's file.
- Children who attend care 1-2 days have a minimum documentation of one on their EDUCA profile per month, with one follow up. These can include jottings, work samples, video samples or a story.
- Children who attend care 3-5 days have a minimum of two complete documentations for their EDUCA profile per month with two follow ups; these can include a series of jottings, work samples, video entries or story.
- Educators are allocated a minimum 15 minutes per month per entry for children whose documentation they are responsible for.
- It is recommended that the estimated average programming time would be between 1-2 hours per week.
- Content of documentation will be based on children's development interests and directly linked to intentional teaching (e.g. projects, webs, photos, transcripts and artwork, some

found on [H:\EI Children's Services\Education and Care Centres](#)). Documentation should be gathered in a variety of ways [S 1.1.1].

- A summative assessment will be written in the child's profile on EDUCA mid-year and end of year.
- Transition to school statement will be completed using a preloaded template or completed using the PDF version from the Board of Studies website, and uploaded to the child's EDUCA profile for every child starting school in the New Year. This will replace the final summative school assessment for school starters.
- Educators providing care for preschool aged children will provide a transition to school program.
- EDUCA administrators and team leaders are assigned to directly supervise/mentor the documentation process completed by educators to ensure educators' development and quality control.

Family Day Care (FDC)

- New FDC educators will have 3 months to introduce EDUCA to families and receive training and support on home visits. Prior to implementation to EDUCA all journals / jottings / observations will be completed on paper and available to families.
- EDUCA will be used for recording individual learning / observations and providing photos of the day / week to families.
- For families who do not give permission for EDUCA - The FDC scheme will issue all children with a journal/ portfolios folder at enrolment which will be maintained by the child's educator with the support of co-ordination unit and children's family. Educators are to start a new journal when they are full.
- Children who attend care 1-2 days will have a minimum of one individualised documentation per month with one follow up; these can include jotting, work sample or story.
- Children who attend care 3-5 days will have a minimum of two individualised documentations per month with 2 follow ups - these can include jottings, work samples or story.
- It is the educator's responsibility to ensure this documentation is maintained for each child. Child Development Officers (CDOs) will provide guidance and direction with learning stories, entries and documentation as required, or by request.
- A fortnightly program will be written and available for families at all times.
- An evaluation of the program is to be completed for each day children are in care.
- A fortnightly critical reflection to be completed at the end of each fortnight.
- Portfolios and program must be accessible to families and CDOs at all times.
- The program will show a clear cycle of planning.
- CCFDC will provide all educators with a program book however educators may develop their own format and be approved by the Educational Leader.
- When passing portfolios/journals onto families, families need to sign portfolios/journal release forms (attached) and return it to the FDC office along with a copy of summative assessments.

Out of Hours School Care (OOSH)

- We aim to develop and implement a balanced program that will meet the needs of children based on MTOP.
- Children will be encouraged to be actively involved in the planning of the program through discussions and group meetings.
- Programs will reflect developmental appropriate resources and experiences.
- Programs will include how each child is reflected within the programmed experiences.
- All OOSH children who attend occasionally are documented either in the daily entries (daybook) or, if a regular casual, they will have their own profile through the use of the EDUCA system. All daily entries will be printed and displayed at the centre. All other children are issued with an EDUCA profile once written permission has been provided by families (attached).
- Content of documentation is based on recreational and developmental aspects and/or children's or young people's interests e.g.; projects, sports, social relationships and may be documented in the following formats: projects, webs, photos, transcripts, artwork and videos.
- Children and young people are encouraged to contribute to their documentation as additional entries to standards set for educators. Children and young people can be given access to EDUCA as a family member to add entries to their profile. This will be reviewed and approved by the service's administrator. All entries contributed by children must be appropriate and in accordance with our Code of Conduct.
- A summative assessment will be written mid-year and end of year and posted to their EDUCA profile as a JPEG or PDF.

Quality Improvement Plans

- This document needs to be a living document.
- QIP needs to be a standard agenda item at all staff meetings. The plan must be updated at the end of the month and efiled to ECM quarterly.

Terms of reference

Terms of reference are in bold and are defined below to clarify terminology used throughout this guiding principle:

- **Becoming:** reflects the process of rapid and significant change that occurs in the early years as young children learn and grow
- **Being:** recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves
- **Belonging:** acknowledges children's interdependence with others and the basis of relationships in defining identities. Relationships are crucial to a sense of belonging
- **Developmental:** There is a folder of developmental reference material for staff to use to support their journal entries. They are not considered to be a journal entry alone, they are to be used to support a journal entry and they can be located <H:\EI Children's Services\Education and Care Centres>. Best practice samples can also be found there.
- **Documentation:** usually maintained in children's journals or portfolios. Developmental descriptive documentation that reflects the development of the individual child may reflect on an anecdote or creation relevant to an individual child

- **Educational leader:** is a person, the approved provider of an education and care service designates in writing to be a suitably qualified and experienced educator to lead the development and implementation of educational programs in the service
- **Educators:** early childhood/school aged practitioners who work directly with children in early childhood and school aged settings
- **EDUCA:** A secure web-based portfolio system, which is designed to significantly improve communication between educators and families and share the child's development progress as it occurs
- **EYLF:** Early Years Learning Framework. We use learning outcomes to support journal entries/programs/learning stories
- **Inclusive/inclusion:** involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation and opportunities to demonstrate their learning and to value difference
- **Intentional teaching:** involves educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have always been done that way
- **Jotting:** quick notes taken regarding a child's interaction with their environment, usually brief and not reflective. This alone would not be sufficient as a 'journal/portfolio entry'
- **MTOP:** My Time, Our Place Framework for school aged care using learning outcomes to support journal entries/programs/learning stories.
- **Reflection:** involves deconstructing or 'pulling apart' experiences and critically examining each aspect of them. It involves thinking about what happened and questioning how and why the adult's practice contributed to, extended or detracted from, the children's learning or the child care professionals' relationship with families.

Statutory legislation and considerations

- [Children \(Education and Care Services\) National Law \(NSW\)](#); [Part 6, Section 168](#)
- Australian Children's Education and Care Quality Authority (ACECQA), [Education and Care Services National Regulations](#): [73-76](#) and [254](#)
- Australian Children's Education and Care Quality Authority (ACECQA), [National Quality Standards](#): Quality Area 1

Further reading

- Arthur, Beecher, Death, Dockett, and Farmer 6th edition, Programming and Planning in Early Childhood Settings, Hardcourt Grace, Sydney Australia
- Curtis D & Carter M: (2014) 2nd edition Designs for Living and Learning: Transforming Early Childhood Environments
- Learning Together with Young Children: A Curriculum Framework for Reflective Teachers: Readleaf Press, St Pauls MN, USA (2007)
- G. MacNaughton & G. Williams, G (2009) Techniques for Teaching Young Children Choices for Theory and Practice, 3rd Edition, Pearson Education Australia
- Ursula Kolbe (2007) 2nd edition Rapunzel's Supermarket: All about Young Children and Their Art, Peppinot Press, Australia
- NSW Department of Education and Training (2001) - The Early Literacy and Social Justice Project
- Australian Government Department of Education - [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#) (EYLF)
- Australian Government Department of Education - [My Time, Our Place: Framework for School Age Care in Australia](#) (MTOP)
- Australian Government Department of Education, Skills and Employment - My Time, Our Place www.education.gov.au/my-time-our-place

Attachments

- Journal / Portfolio Release Form (FDC)
- EDUCA Permission Form

Implementation date: **September 2019**

Review date: **September 2020**



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JOURNAL / PORTFOLIO RELEASE FORM

Family Day Care

Under National Education and Care Services National Regulations 73-76, documentation must be kept for each child outlining their learning and development.

This journal/portfolio is the record of your child's wellbeing, development, learning, interests and experience.

Signing this form will release your child's developmental records to you. The service does not keep copies of this documentation.

FDC educator:

Child's name:

Journal/portfolio dated from to

I have received my child's developmental journal/portfolio on (date)

Parent/guardian signature:

Parent/guardian name:

Released by:

Educator's signature:

Educator's name:

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EDUCA PERMISSION FORM

EDUCA is a secure web-based portfolio system specifically designed for Australian educators and families that significantly improves educator communication with families.

EDUCA provides an interactive online environment where teachers and families can share learning stories, photos and videos, and collaborate on children's learning.

We will provide you with an email invitation to set up your own private login which enables you to access only your child/children's information as well as general information published by our centre. Once you receive your invitation to our centre EDUCA portal you will be able to access your child's information by logging into EDUCA anywhere in the world, on any online device.

You may also wish to install the EDUCA App which is available for free from the App and Play Store.

Under [Education and Care Services National Regulations 73-76](#), documentation must be kept for each child outlining their development. Families will have access to this documentation at all times through their EDUCA log in.

What can you do with EDUCA?

- View stories, photos and video updates about your child's learning
- Receive general communications from us such as newsletters and notices
- Share your own photos, stories and videos relating to your child's learning with your child's teachers
- Communicate with teachers about your child's learning by leaving comments
- Download your child's portfolio at any time, as a keepsake once they move on to a new school or centre

To begin using EDUCA we require your permission for uploading photos, videos, learning stories and artwork of your child to EDUCA. After signing this release form you will have access to your child's online EDUCA portfolio, please note the service does not keep hard copies of this documentation.

The individual information recorded on EDUCA about your child's wellbeing, development, learning, interests and experiences will be stored in your child's online portfolio on EDUCA and can only be viewed by you and your child's educators.

Group stories and pictures of your child and other children will be able to be viewed by other families also.

Cumberland City Council

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EDUCA PERMISSION FORM

I (*print name*) hereby give permission for Cumberland City Council to create my child/ren an online EDUCA portfolio to store and share my child/ren's (*print child/ren name*) learning and development whilst in care.

I consent to the Centre collection, use and display of my child/ren's information on the EDUCA Application in accordance with the Privacy Policy set out on the EDUCA website:
www.geteduca.com/privacy-policy.

I understand that group photos of my child/ren and other children will be able to be viewed by other families.

I will maintain confidentiality and will not distribute or repost photos of other children on social media or through any other outlet, and act in accordance with Cumberland City Council's Education and Care Social Media Guiding Principle.

Service name:

Child/ren full name:

Parent/guardian full name:

Parent/guardian signature:

Email address:

Date:

----OR----

Before signing this I would like to discuss EDUCA further with the centre director (Please tick)

Parent/guardian full name:

Parent/guardian signature:

Date: Preferred contact number: